

Job Description for Support Staff

Job Title:	Intensive Inclusion Support Advisor		
Salary:	Grade: WAT Grade G, pts 20 - 25		
Place of work:	St Augustine Academy		
Reports to:	Job Title:	Assistant Principal, Inclusion	
Line management responsibility:	Number of staff managed:	0	

Role context and purpose:

- To provide co-ordinated support for students with complex behavioural needs across The Academy; enabling them to re-engage with their learning. Develop and manage the Inclusion Centre which will provide co-ordinated support for those youngsters at risk of suspension.

Hours of Work:

37 hours per week term time only plus Inset training days. Core working hours will be 8.00am – 4pm Monday – Thursday and 8.00am to 3.30pm on Friday with a half hour lunch break (**Flexibility essential**).

Main duties:

- Develop and manage the Inclusion Centre for those pupils with complex behavioural needs across the Academy at risk of suspension ensuring these needs are effectively met, raising their aspirations, self-esteem and motivation levels so they can achieve their academic potential.
- The Inclusion Centre will be used as an alternative to a fixed term suspension and therefore students will complete a 5 day placement in the Inclusion Centre.
- Deliver cognitive behaviour therapy programmes to individual students over a 6-12 week period on a rolling programme. Evidence of impact to be monitored and recorded.
- Develop a series of programmes that students will follow in the Inclusion Centre; which will incorporate small group intervention lessons led by subject specialists, and liaison with local colleges & other agencies to develop bespoke programmes of study to meet the needs of individual students.
- To act as the Key Worker for vulnerable students including 'Hard to Place' in year casual admissions into the Academy as identified by Senior Leaders.
- Attend & contribute to all Inclusion Team meetings.
- To support Senior Leaders and Directors of Learning with Pastoral Support Programmes (PSPs) for identified groups of students.
- Work collaboratively with the Senior Leadership Team in the running of the Inclusion Centre.
- Develop/nurture a home/school working rapport with parents who often have very complex backgrounds and are 'hard to reach'.
- Maintaining regular contact between the academy and home as appropriate; establishing links with families/carers, exchanging information; keeping parents informed and facilitating support for their child.
- To set up regular formal progress review meetings with parents/carers.
- Undertake outreach visits to parents/carers homes as required; working in collaboration with the Attendance & Admission Officer.
- To provide support to Senior Leaders and Directors of Learning during Suspension Re-Integration meetings.
- To enable young people to take more control over their lives and make informed choices.
- To keep staff informed of situations that may be affecting a particular student's progress so that appropriate actions may be taken to meet their needs.

- Manage day-to-day behavioural and social issues within the Inclusion Centre.
- Manage and co-ordinate personalised support to meet the complex needs of individuals.
- Working with other personnel being proactive around the Academy, monitoring and supporting students taking appropriate action.
- To actively encourage young people to participate in intervention programmes offered.
- To develop a working rapport with the local authority's Inclusion Officer, The Maidstone & Malling Alternative Provision & The Rosewood School.
- To liaise with other services when a young person may require additional and/or more specialist support; taking in a lead role in completing referrals for students into the relevant services.
- Maintain accurate SIMs records of events and meetings in relation to individual caseload to the required standard.
- Prepare and complete timely reports for internal usage.
- Take part in the enrichment programme at The Academy.
- Maintain the highest personal standards through participating in continuing professional development.

Additional expectations – all staff are expected to:

- The Intensive Inclusion Support Advisor may be directed to perform other duties on or off site in line with their Pay and Conditions and within the expectations of staff within the academy.
- This is not an exhaustive job description and does not intend to specify the proportion of time spent on any duties outlined herein. The job description will form the basis for the assessment of the performance of the Intensive Inclusion Support Advisor within the context of Performance Management.
- The job description is not prescriptive, not necessarily a comprehensive definition of the post. As such it may be subject to amendment after consultation to meet the changing needs of the Academy.
- Contribute to the whole professional life of the academy with teaching and learning as its core purpose and contribute to the commitment for each pupil to gain meaningful and enriching experiences.
- Promote the Woodard Christian ethos that embraces all faiths and none.
- Take responsibility for their own professional development and support that of colleagues where appropriate.
- Engage in the Academy appraisal process and support colleagues in achieving their own objectives where appropriate.
- Follow Trust policy and procedures in relation to keeping children safe in education.
- Observe health and safety requirements and play their part in ensuring a safe working environment.

All staff have an entitlement to high-quality induction and continuing support and development. All staff will have opportunities to discuss their professional needs, both through performance management and through other professional dialogues.

Safeguarding Statement

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake an Enhanced DBS check and/or a Barred List check. Management posts will be subject to a Section 128 clearance.

Equal Opportunities

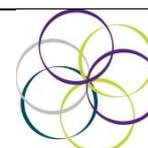
The Trust is committed to equality of opportunity. We positively welcome applications from all sections of the community.

Signed:

Date:

Signed:

(Principal)



Person Specification

Intensive Inclusion Support Advisor

The successful candidate will be well motivated, able to use his/her initiative and enjoy the level of responsibility involved in this post.

A = Application R = Reference I = Interview or assessment C = Certificate

A	Qualifications	Essential or Desirable	Assessed via
1	Excellent numeracy/literacy skills equivalent to A* - C GCSE level or to NVQ level 2 in English and Maths	E	A/R/C
2	First Aid Certificate	D	A/R/C
B	Experience and knowledge	Essential or Desirable	Assessed via
1	Full working knowledge of relevant policies/codes of practice/legislation	D	A/I/C
2	Willingness to obtain or enhance qualifications and training for the post	E	A/R/C
3	Working knowledge and experience of implementing the national curriculum and other relevant learning programmes/strategies	D	A/I/C
4	Knowledge of health issues affecting young people including drug and alcohol use and mental health issues	E	A/I/C
5	Experience of working with children of secondary age in a learning environment	E	A/I
6	Experience of working with 'hard to reach' young people	D	A/I
7	Significant and successful experience of working with children with challenging behaviour, in an education provision	D	A/I
8	Experience of implementing therapeutic programmes (Cognitive Behaviour Therapy) with individuals or groups of children and experience of multi-agency working	D	A/I
9	Successful involvement in planning, implementing and evaluating initiatives to raise achievements of students with challenging behaviour or at risk of suspension	D	A/I
10	Experience of using SIMs system	D	A/I

C	Skills and abilities	Essential or Desirable	Assessed via
1	Demonstrate an understanding of the principles of inclusion and a commitment to inclusive education for all	D	A/I
2	Working knowledge of the range of programmes/strategies available to support children at risk of suspension	D	A/I
3	Knowledge of the role of external agencies and the role that they can play to provide support for students within the academy	D	A/I
4	Can use ICT effectively to support learning	D	A/I
5	Work constructively as part of a team, understanding roles and responsibilities and your own position within these	D	A/I
6	Able to improve own practice/knowledge through self-evaluation and learning from others	E	A/I
7	Ability to manage a complex workload, and to work independently to tight deadlines	E	A/I
8	Ability to relate well to children and adults	E	A/I
D	Behaviour and Other Related Characteristics	Essential or Desirable	Assessed via
1	The ability to promote and maintain the highest standards in all aspects of their work in the academy	E	A/I
2	Excellent written and communication skills as evidenced by application and interview	E	A/I
3	A flexible approach to work, including a sense of humour	E	A/I
4	Team player with enthusiasm and perseverance	E	A/I
5	A commitment to abide by and promote the Academies' Equal Opportunities, Health and Safety and Child Protection Policies	E	A/I
6	High expectation of attendance over the last 2 years	E	A/I
7	An Enhanced Disclosure and Barring Service Check will be requested in the event of a successful applicant	E	A/I